Advanced Techniques for Coaching

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Objectives

- Introduce concept of and core strategies of motivational interviewing (MI)
- Develop and implement basic motivational interviewing skills applied to teacher consultation
- Provide an overview of a coaching model that can be utilized within school framework

1ˢᵗ Question

- *How much control do you have over whether teacher's implement your consultation recommendations?*

Getting People
to Change

The Hard Stuff

The most challenging part of consulting with teachers is getting them to do what I want them to do.

Classroom Coach

A Taste of Motivational Interviewing (MI)

- Negative Practice

- Positive Practice

Negative Practice

- **Speaker role:** Identify a change that you are *considering*, something you are *thinking about* changing in your life, but have not definitely decided. It will be something you feel two ways about. It might be a change that would be good for you, that you should make for some reason, but have been putting off. Tell the consultant about this change you are considering.

- **Listener role**: Use as many of the roadblocks to listening as you can to persuade the speaker to change

Roadblocks to Listening

- Ordering, directing, commanding
- Warning or threatening
- Giving advice, suggestions, solutions
- Persuading with logic, arguing, or lecturing
- Moralizing, preaching, telling what should do
- Disagreeing, judging, criticizing, blaming
- Agreeing, approving, praising
- Shaming, ridiculing, labeling
- Interpreting or analyzing
- Reassuring, sympathizing, or consoling
- Questioning or probing
- Withdrawing, distracting, humoring, or changing subject

Positive Practice

- **Listener role**: Don't try to persuade or fix anything. Don't offer advice. Instead ask these four questions one at a time, and listen carefully to what the person says:

  – Why would you want to make this change?

  – If you did decide to make this change, how might you go about it in order to succeed?

  – What are the three best reasons for you to do it?

  – How important would you say it is for you to make this change, on a scale from 0 to 10, where 0 is not at all important, and 10 is extremely important? [Follow-up question: And why are you at _____ rather than a lower number of 0?]

MOTIVATIONAL INTERVIEWING: THE BASICS

Definition

Motivational interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change.
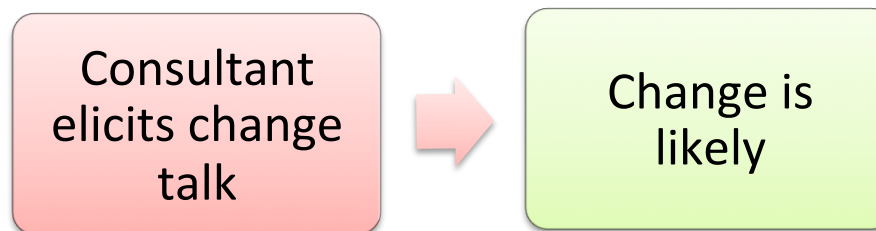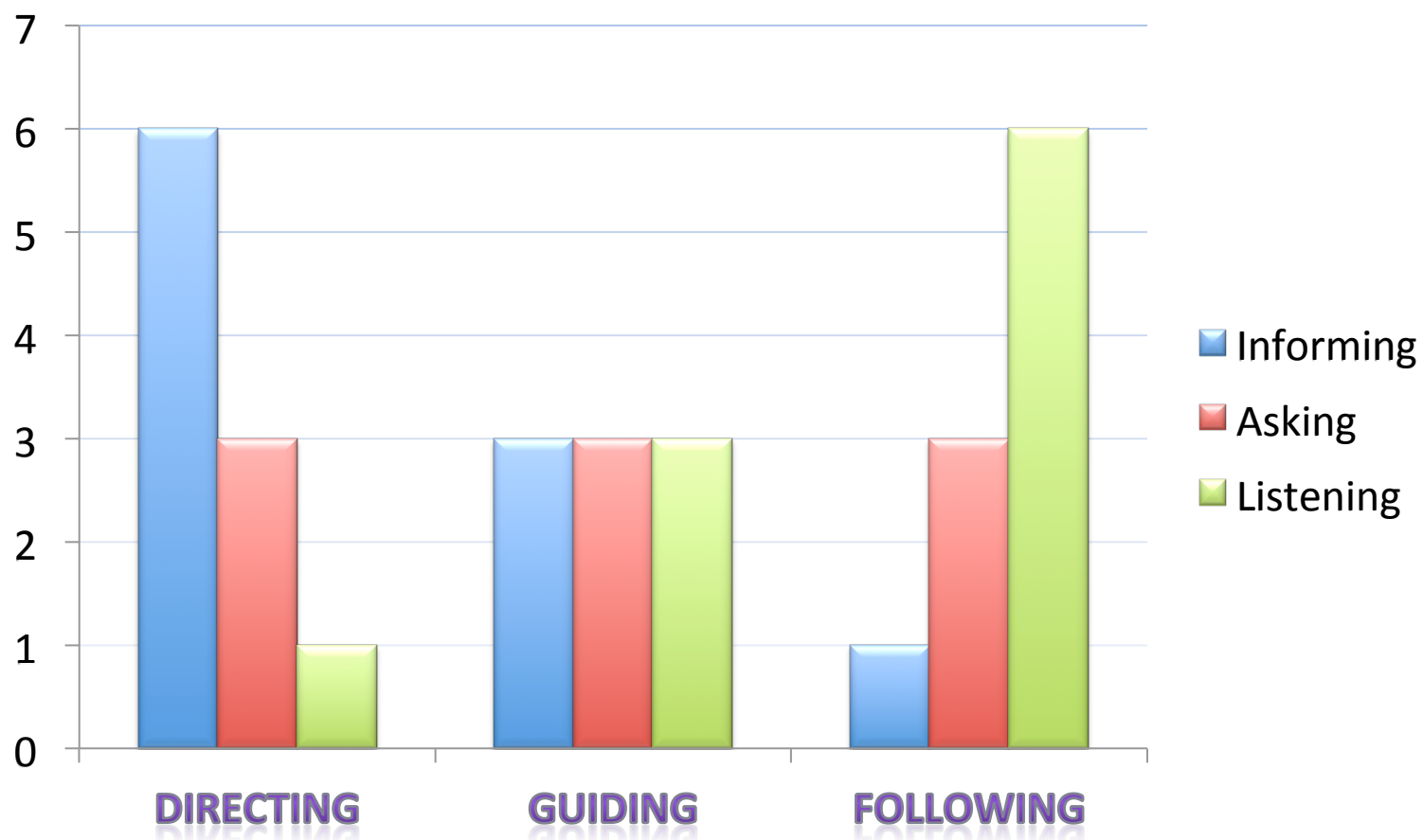
"motivational conversation"

Miller & Rollnick, 2013, p. 29

Theory

- The way a consultant interacts with a consultee impacts the consultee's language, which then impacts behavior.

Consultant pushes change	→	Consultee resists	→	Change is unlikely

OR

Consultant elicits change talk	→	Change is likely

Continuum of Styles

Miller & Rollnick, 2013

Two Big Ideas

- **MI Spirit**
  - If teachers come to believe that you genuinely accept and understand them, you have created the setting for them to move in positive directions

- **Change Talk**
  - If you learn to hear change talk it becomes your guide to doing MI

MI Spirit

Partnership

Acceptance

Evocation

Compassion

Change Talk

- **Desire**:
  - "I wish. . ."
  - "Something really needs to change." "I'm hoping that…"

- **Ability:**
  - "I can do this."
  - "This is something I do really well, so this won't be a problem."

- **Reasons/Benefits of Change**:
  - "If I get control of the classroom, I think it will help all of my students to feel good about themselves and their abilities."
  - "If this works, it will give me more time to get to the content."

- **Need/Problems with Status Quo**:
  - "Without some changes I don't think I can make it through the year."
  - "I go home every day from work just feeling exhausted."
  - "I don't think the students are learning very much this year with all the distractions."

- **Commitment**:
  - "I will try your suggestions."
  - "I'm going to pay attention to my use of praise this week."
  - "The first thing I will do is to post my new rules and teach them to the students tomorrow."

Commitment Talk

- Special instance of change talk
  - Intention to change ("I will do this")

- Commitment talk towards end of meeting is the best predictor of whether people will change

Buzz: Is it Change Talk?

- Read the following and circle any examples of change talk (see Handout: *Change Talk Exercise)*

    – *I'm worried that if I don't get control of this class soon that I'm not going to make it through the year.*

    – *It just seems like we're wasting a lot of time this year waiting for students to settle down.*

MOTIVATIONAL INTERVIEWING STRATEGIES

Use Your OARS

Evoking Change Talk

Responding to Change Talk

Responding to Resistance (Sustain Talk)

The MI 'OARS'

- **O**pen-ended questions
- **A**ffirmations
- **R**eflections
- **S**ummaries

OARS

- **Open-Ended Questions** (can't be answered in a single word)
  - "What are your concerns about. . .?"
  - "Why do you want to make these changes?"
  - "How have you handled these problems in the past?"

- **Affirmations** (specific and genuine):
  - "You're really putting a lot of thought and time into this."
  - "I see how hard you are working."
  - "You did an amazing job with praise this week."

OARS

- **Reflective Statements** (strategy of paraphrasing comments while giving special attention to the implied feelings):
  - "You're really frustrated by how things are going."
  - "You're having fun in your class."
  - "You just really want the best for these kids."

- **Summaries** (two or three sentences to draw connections):
  - "So let me make sure I'm understanding all of the big ideas so far. You're feeling pretty worn out from all the chaos in your classroom this year and taking on new classroom strategies just seems like another burden right now. At the same time, part of you is hopeful that spending time on it now could eventually give you more time."

Questions that Evoke Change Talk: DARN-C

See handout: *Questions that Evoke Change Talk*

- **Desire**
  - Tell me about things you want to be different.

- **Ability/Optimism About Change**
  - What makes you think you could do it?

- **Reasons/Benefits of Change**
  - How would you like things to be different?

- **Need for Change/Disadvantage of Status Quo**
  - What makes you think that you may need to make a change?

- **Concern**
  - What worries you about your _____?

- **Commitment/Intention to Change**
  - What would you be willing to do?

60 Second Buzz
Evoking Change Talk with Questions

- Turn to the person next to you and ask them any question on the handout *Questions that Evoke Change Talk* about a behavior they are considering to change

- Listen for their response and decide if it is an example of change talk

- Switch roles.

Evoking with Questions

Consultant: What do you want support with?

Teacher: I would love support with disrespectful behaviors in the class. The calling out, the yelling at teachers. I mean just constant lack of regard for the rules. I hate the talking while you're teaching, the out of seat behaviors. I just want help getting them to do anything that they are supposed to be doing.

Open-ended question

Change talk: desire and reasons for change

Teacher: For me it's a time thing. It takes longer to quiet people down by praising the students who are on task and waiting for the others to get on task than to just tell them.	**Sustain talk**
Consultant: What are the disadvantages of doing that?	**Open-ended question**
T: Well it doesn't always work especially for the kids who like to talk out.	**Change talk: reasons for change**
C: What would be the advantage of doing both, stating your expectation, "Sit quietly," and then praising those who meet the expectation?	**Open-ended question**
T: Well it helps clean up the mess. It gives me another tool for getting everyone on task. So most kids will sit quietly when I ask and then the praise for those kids might draw the others in. Plus, it's also nice giving attention to the kids who always do the right thing. It's easy to overlook them, but this way I'll be giving them the attention they	**Change talk: reasons for change**

Importance/Confidence Rulers

- **How important would you say it is for you to _____? On a scale from 0 to 10, where 0 is not at all important and 10 is extremely important, where would you say you are?**

  0   2   4   6   8   10

  Not at all   Extremely

  Important   Important

- Why are you at a _____ and not zero?
- What would it take for you to go from ____ to [a higher number]?

- **And how confident would you say you are, that if you decided to _____, you could do it? On the same scale from 0-10, where would you say you are?**

60 Second Buzz
Evoking Change Talk with Rulers

- In groups of three
  - Speaker: Talk about a problem you would like to change.
  - Coach: Ask the Ruler questions.
  - Observer: Listen for change talk.

Responding to Change Talk

- Elaborating change talk
- Affirming change talk
- Reflecting change talk
- Summarizing change talk

Keeping it Going:
Elaborating Change Talk w/Reflections

Consultant: What would you like to be different?	Open-ended questions
Teacher: I talk too much. I know I do. I want to fix that but I don't know how to fix it.	Change talk: desire for change
C: You feel very strongly that you are talking too much and this interferes with your classroom.	Reflection
T: Yes. I know my message gets lost on students if I say too much. I know they hear me better and are more likely to respond positively if I can be concise.	Change talk
C: So you want to learn how to give effective commands. That makes a lot of sense to me.	Reflection and Affirmation

Responding to Sustain Talk:
Don't (Responses to Avoid)

- **Education: Uninvited Information-Giving**
  - Easy to fall into the trap of giving information in response to a resistant statement
    - "Research has shown that . . .".
  - This is a subtle (sometimes not so subtle) trap of taking sides.
    - The implied message is, "If only you knew a little more you would feel differently."
    - The most likely response to uninvited information giving after a resistance response is further resistance ("Yes, but…").
  - Invited or well-timed information-giving can be helpful.
- **Argument: Giving Reasons Why Change Would be Good**
  - "This can really help you by …"
- **Premature Solutions** ("Have you tried …," "What if you…")
- **Self-Disclosure**
- **Authority/Pressure/Guilt**

Responding to Sustain Talk:
Do's: Guiding Principles

- ## Resist the Righting Reflex

- ## Finding the Gem
    - ### Listen for strengths, values, good intentions
        - T: "I have tried all of these strategies that we've been discussing—used visual schedules and praising approximate behaviors. I've used them all year and with Alex it just doesn't work."
        - C: "You've been really committed to making a difference for this boy, and you really wish you had seen more progress. I admire your persistence. And what a gift you have given him this year. I bet he has had few other people in his life stick with him like that. That's something that stays with children much longer than we know or see in the short-term."

- ## Focus on the Child's Perspective
    - "What do you think the student is learning when you say (do) that…" or "What do you want your students to learn from …"

Responding to Sustain Talk:
Specific Responses

- Simple reflection
- Amplified reflection
- Double-sided reflection
- Shifting focus
- Reframing
- Agreeing with a twist
- Emphasize personal choice and control
- Coming along side

See Miller & Rollnick, 2013

Responding to Sustain Talk

- **Reflective Listening: Simple Reflections**. When in doubt, use a simple reflection to acknowledge the person's perspective or feeling. This invites further exploration, saps the energy of resistance, and avoids the trap of taking sides.

  – *TEACHER: I don't get why we have to do this. I have been teaching for years and the kids just get worse and worse.*

  – *CONSULTANT: It's frustrating to put a lot of effort into doing this if people aren't going to stick with it.*

Practice

- Teacher: This child has me crazy. It is simply easier to send him to the office.

Responding to Sustain Talk

- **Amplified Reflections**. Miller and Rollnick describe these as exaggerated reflections and note to be effective must be delivered in a matter-of-fact manner without hint of sarcasm. For instance:

  – *TEACHER: Those studies about differential reinforcement really don't prove anything.*

  – *CONSULTANT: You really don't believe research tells us anything about how to support students.*

Practice

- Teacher: The kids in my class just don't have parents that support their needs at home. The parents are the ones you should be talking to, not me.

Responding to Sustain Talk

- **Double-sided Reflections**. These responses are excellent ways to respond to ambivalence. It involves including a summary of both sides of the ambivalence in a single response. Note that the preceding teacher statement does not necessarily need to include both sides of the ambivalence. That is, you may be reflecting the immediate response and drawing on prior teacher responses to put together these double-sided reflections.

  – *TEACHER: This intervention is just not going to work.*

  – *CONSULTANT: I can see your predicament. On the one hand, you're really worried about how things are going for Caleb (prior content), but on the other hand, you're not sure how our work together can help.*

Practice

- Teacher: I've tried my best and nothing is working. I am not really open to doing much more.

Responding to Sustain Talk

- **Shifting Focus**. Rather than pushing forward through resistance (as it often invites us to do) a better tact is to acknowledge it and then shift attention to a new direction.

  – *TEACHER: You're probably going to be mad at me for not trying the social narratives we talked about.*

  – *CONSULTANT: That's really not why I'm here. What do you think would be helpful for us to discuss this week?*

Practice

- Teacher: I know we talked about working on using task analysis with Javon in the classroom, but there were two snow days, then I was sick, and I just never really got to it.

Responding to Sustain Talk

- **Reframing**. This classic counseling strategy offers a new, more positive, interpretation on a statement made by the teacher.

    – *TEACHER: I've tried so many classroom behavior plans but none of them seem to help.*

    – *CONSULTANT: You're very persistent in trying new things that can help.*

Practice

- Teacher: I can tell when he has forgotten to take his meds and I know the whole day is awash.

Responding to Sustain Talk

- **Agreeing with a Twist**. Miller and Rollnick describe this as a reflection with a reframe. The intent is to acknowledge the teachers' position with a slightly differently spin or direction.

  – *TEACHER: I know how to teach these kids. No one can tell me what to do with them.*

  – *CONSULTANT: You know a lot about what works here and really it's completely up to you want happens in your classroom. If this is going to work, you need to be the key player in this process.*

Practice

- Teacher: Leah is in 4th grade and should know better. I don't think I should have to babysit them her praising them for doing what she should be doing anyway.

Responding to Sustain Talk

- **Emphasizing Personal Choice**. It's common for people to respond with resistance when they feel their choices are limited or threatened. When consulting around getting teachers to adopt specific practices, this response is even more likely. The best response when you sense a teacher is threatened in this way is to simply state the obvious, that ultimately it's their decision about what they do.

    – *TEACHER: My principal is making me do this. She really didn't give us any choice.*

    – *CONSULTANT: It seems like you have no choice here which is frustrating. When it gets down to it, though, what you do in your classroom and how you do it is really up to you. I can't force you to meet with me. It's your decision about how we spend our time together.*

Practice

- Teacher: I wish he would just stop acting like a kindergartener. I shouldn't have to check off boxes to get him to behave.

Responding to Sustain Talk

- **Coming Alongside**. This is an advanced strategy for evoking change talk that involves having the consultant take the side against change. Much like reverse psychology, the rationale is that by arguing against change, the consultant makes it more like the teacher will respond by arguing for change. This should be used cautiously, especially as you are learning the method. As always, your best guide to whether it is working is whether or not it produces change talk.

    – *TEACHER: I don't think these strategies are going to work.*
    – *CONSULTANT: It's seems pretty hopeless, like why even try if there's a possibility it's not going to work.*

    or

    – *TEACHER: I'm going to give it a try this week and work on using these strategies every day.*
    – *CONSULTANT: Hey, slow down. Are you sure you're ready to do this?*

Practice

- Teacher: I already know how to use evidence based practices.

Responding to Sustain Talk

- **Evocative Responses**. Remember the goal is to evoke change talk from clients, so other responses we discussed for doing this also apply to working with resistance. Often one of the above responses is the best initial response to resistance. But any of these can be followed with the methods we discussed for evoking change talk.

  – *Asking Evocative Questions: "Remind me again the reasons you wanted to make these changes…"*

  – *Exploring Decisional Balance: "What are the pros/cons of keeping things the same and the pros/cons of doing something new?"*

Practice

- Teacher: I don't have time to work on this stuff. Do you have any idea what I am required to do each day?

Responding to Sustain Talk

- *Connecting Responses to Values*: "This is really hard because of how much you really want to have a positive influence on these kids."

- *Look Forward or Back*: Ask about a time in the past when things were different or to a time in the future when things will be better (e.g., what will happen if things continue as they are, how would you like your classroom to be this time next year). Ask the Miracle Question (e.g., if you could be 100% successful at doing this, what would be different).

- *Query Extremes*. "What are the worst things that might happen if you don't make this change?" What are the best things that might happen if you do?"

- *Change Rulers*. As always, these are safe best for evoking change talk. In addition to Importance (need) and Confidence (ability) rulers, you can mix it up by asking about Desire (want) and Commitment.

Catching Yourself

Consultation Model to Support Effective Classroom Management

THE CLASSROOM CHECK-UP

Effective Consultation

- Respect for the person
- Partnership orientation
- Focus on listening before talking
- Emphasize dialogical conversation
- Builds self-efficacy

Consultation Road Map

Stages

Qualities

Collaborative Planning

Modeling

Immediacy

Constructive Feedback

Problem Solving

Structured/ Focused

Credibility and Facilitation

Confident, Flexible, Patient, Persistent

Guiding Theory

Dialogical Conversations

Building the Relationship

Listening, Perceiving

Respectful, Professional
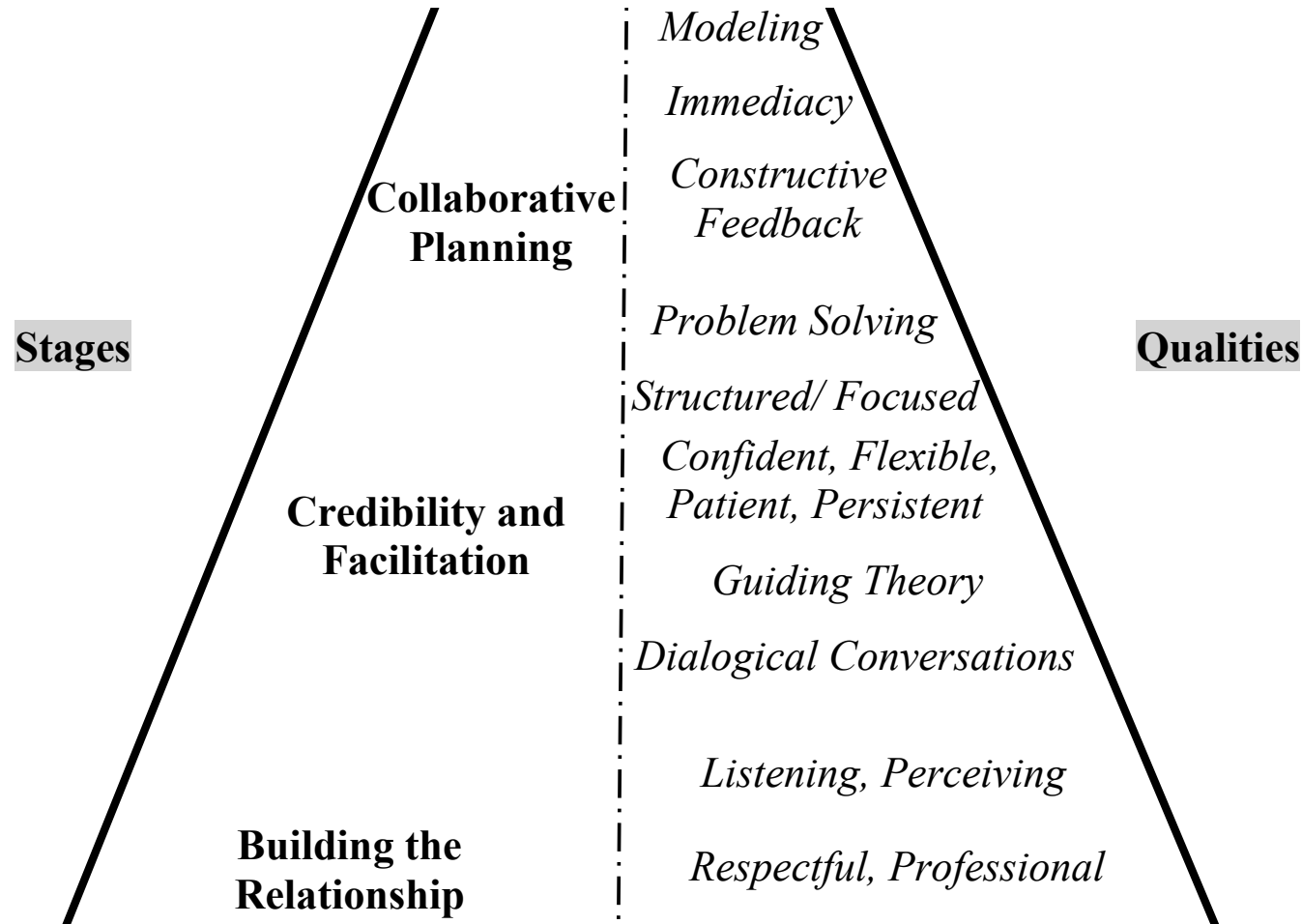
Qualities of Effective Consultant

- Build Relationships
- Have a good theory
- Flexible (don't come in with a formal plan)
- Problem-solver (identify goals, collect data, share data)
- Empathetic
- Confident (know what you know & know what you don't know)
- Respectful
- Professional (reliable, have boundaries, confidentiality)
- Collegial confrontation (talk about difficult topics in a respectful manner)
- Good Listener (listen B4 you talk)
- Willing to model target skills
- Roll with Resistance (Motivational Interviewing!)

The Classroom Check-up

- Relating assessment to creating **change in the classroom** is a vital and unique component of the CCU.

- The objective of the CCU is to create **individualized interventions** that are important, practical, realistic, and focused on real-world effects.
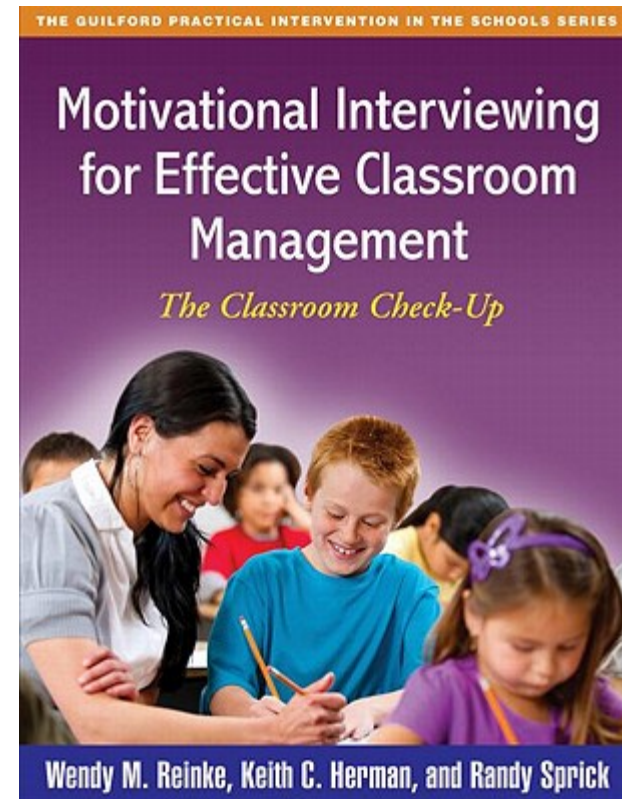
CCU Framework

- ☐ Assess Critical Classroom Variables
- ☐ Provide Personalized Feedback
- ☐ Develop an Individualized Intervention Plan Collaboratively with the Teacher
- ☐ Provide Ongoing Feedback & Support
- ☐ MI Incorporated Throughout

The CCU Process

Assess Classroom → Feedback → Menu of Options → Choose Intervention → Teacher Self-Monitors Intervention Integrity → Performance Feedback → Feedback
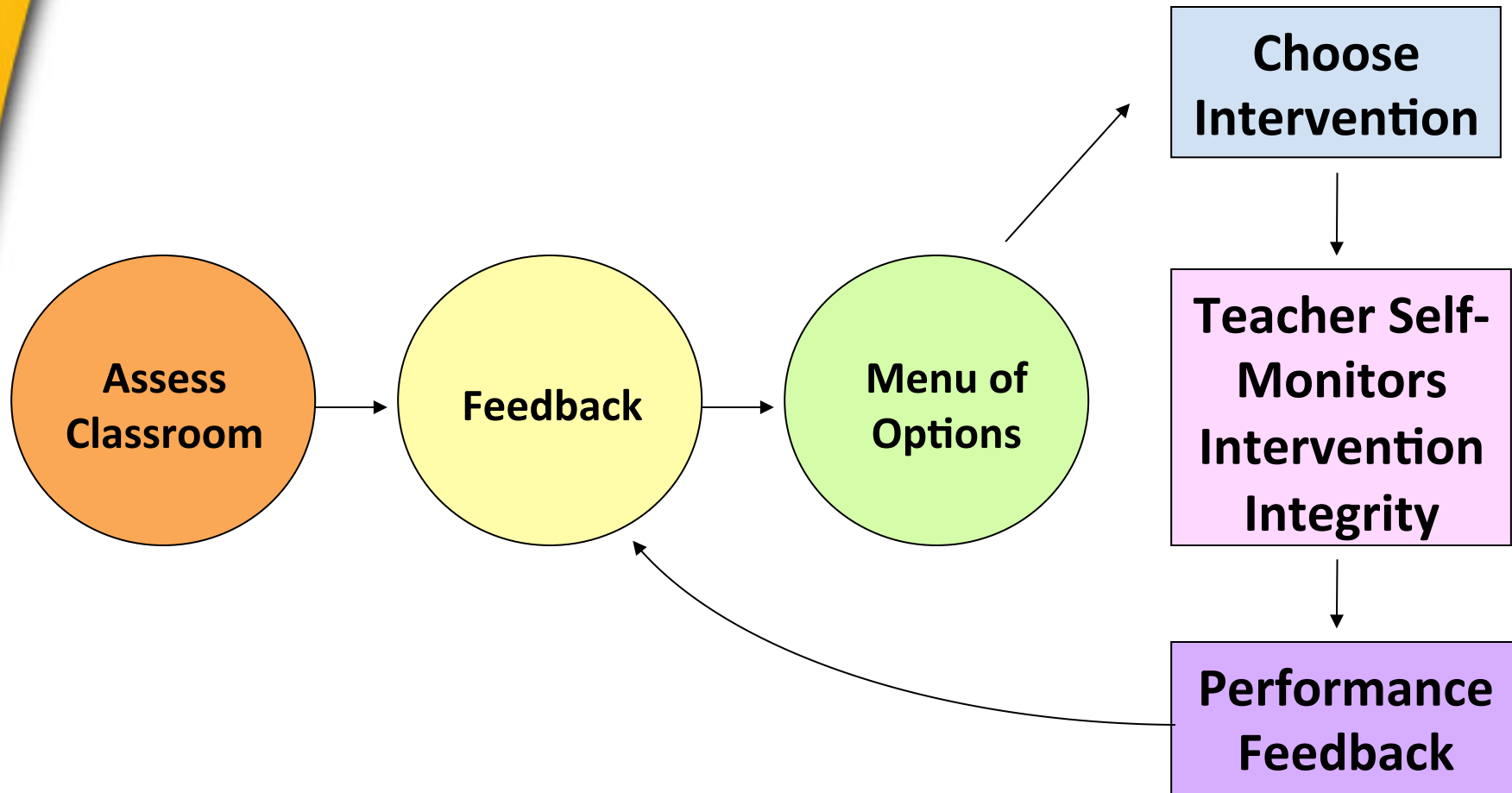
Step 1: Assess the Classroom
(Engaging & Focusing)

- **Teacher Interview**
  - Engage and Build Rapport
  - Identify Strengths and Areas for Improvement
  - Identify Areas of Concern

- **Classroom Ecology Checklist**
  - Instructional Management
  - Behavior Management
  - Physical Environment

- **Direct Observations**
  - Observe Critical Classroom Variables

Values Exploration

- Interview Questions
  - Why did you become a teacher?
  - What do you love about teaching?
  - What are the most important things to you?
- Values card sort
  - 20-30 value cards   Forgiving
  - Sort into 3 piles:
    - Very Important, Important, Not important
  - Sort Very Important pile into 3 most important
  - Discuss final 3 values

Values Card Sort Activity

CCU 10 Minute Observation Form

Teacher: Ms. Morris	Date: 10/26/15	Topic: Math Instruction
Observer: Wendy	Start time: 1:35pm	Activity: Teacher Directed Instruction

Type of Instruction (circle):   New Material   (Drill and Practice)

During the 10 minute observation period mark a tally for each time the following behaviors are observed in the classroom. Then, calculate total, # per minute (rate), % correct academic responding, and ratio of interactions (positive : negative).

	10 minute Frequency Count	Total #	Rate: # /total minutes	% correct= total CAR/ total OTR * 100%
Opportunity to Respond (OTR)	THL THL THL THL	20	2	
Correct Academic Response (CAR)	THL THL ////	14	1.4	(70)%
Disruptive Behavior	THL THL THL THL //	22	2.2	Ratio + to neg.= Total rep/ total praise= 1 : (2)
Praise Behavior SPECIFIC	//	2	0.2	Specific + General=
Praise GENERAL	THL	5	0.5	Total: (7)
Reprimand Explicit/Fluent	THL THL /	11	1.1	Explicit + Critical= Total: (14)
Reprimand Critical/ Harsh/Emotional	///	3	0.3	

Comments: Ms. Morris scanned the room using active supervision. The observation occurred during math instruction which started off with fewer OTR's Two minutes before end, she announced a quiz that the student's didn't know about.

CCU 5 Minute Academic Engagement Observation Form

Teacher: Ms. Morris	Date: 10/26/15	Topic: Math Instruction
Observer: Wendy	Start time: 1:55pm	Activity: Independent Work / Quiz

5 second momentary time sampling form.

For the next 5 minutes, every five seconds you will indicate if a student is on task or off task. Therefore, each box indicates two things: 1) the number of seconds into the observation that you will look up at the student to determine on-task (+) or off task (0) at that moment, and 2) the interval number. Continue observing students (repeating students as necessary) until the 5 minute period is complete for a total of 60 intervals. Then, calculate the % of time the students in the classroom were engaged.

(+) indicates on task (engaged)
(0) indicates off task (not engaged)

5 sec	10 sec	15 sec	20 sec	25 sec	30 sec	35 sec	40 sec	45 sec	50 sec
+ 1	0 2	0 3	+ 4	+ 5	+ 6	0 7	+ 8	+ 9	+ 10
55 sec	**1 min**	**1:05 sec**	**1:10 sec**	**1:15 sec**	**1:20 sec**	**1:25 sec**	**1:30 sec**	**1:35 sec**	**1:40 sec**
+ 11	+ 12	+ 13	+ 14	+ 15	0 16	+ 17	+ 18	+ 19	+ 20
1:45 sec	1:50 sec	1:55 sec	2 min	2:05 sec	2:10 sec	2:15 sec	2:20 sec	2:25 sec	2:30 sec
+ 21	+ 22	0 23	+ 24	0 25	+ 26	+ 27	+ 28	+ 29	0 30
2:35 sec	**2:40 sec**	**2:45 sec**	**2:50 sec**	**2:55 sec**	**3 min**	**3:05 sec**	**3:10 sec**	**3:15 sec**	**3:20 sec**
+ 31	+ 32	+ 33	0 34	0 35	+ 36	+ 37	0 38	+ 39	+ 40
3:25 sec	3:30 sec	3:35 sec	3:40 sec	3:45 sec	3:50 sec	3:55 sec	4 min	4:05 sec	4:10 sec
+ 41	+ 42	+ 43	0 44	+ 45	+ 46	0 47	+ 48	+ 49	+ 50
4:15 sec	**4:20 sec**	**4:25 sec**	**4:30 sec**	**4:35 sec**	**4:40 sec**	**4:45 sec**	**4:50 sec**	**4:55 sec**	**5 min**
+ 51	+ 52	+ 53	0 54	0 55	+ 56	+ 57	+ 58	0 59	+ 60

% On task = # interval + / total number of intervals coded * 100 %

1. Total # intervals coded (+) = (45)
2. Total # intervals coded (+) + (0) = (60)
3. 1 / 2 * 100 = (75)%

Comments: The first two minutes the students were taking a quiz. When finished with the Quiz they were to be completing a work sheet independently.

Teacher: Ms. Morris	Date: 10/26/15	Observer: Wendy

Overall Rating

Upon completion of an observation visit, rate the classroom on the following items on a scale from 1 to 5, with 5 being excellent compared to other classrooms you have observed, 3 being average, and 1 being poor. For items you rate below average (1 or 2) write down reasons for the lower rating in the comment section provided. For items you rate above average write your reasons for doing so as well.

Please circle the most appropriate rating for each item using the following scale:

5=excellent; 4=above average; 3=average; 2 below average; 1= poor; NO= Not observed

Item	Rating						Comments
Use of Active Supervision	5	④	3	2	1	NO	Teacher walked around room while providing instruction.
Use of an Attention Signal	5	4	3	②	1	NO	There were one or two occasions a signal would have been useful
Followed the Schedule	5	4	③	2	1	NO	
Reinforcement was Contingent	5	4	③	2	1	NO	
Variety of Reinforcement	5	4	3	②	1	NO	Used verbal praise only
Reviewed Academic Expectations	5	4	③	2	1	NO	Unexpected quiz, but instructed on how to complete and what to do after
Reviewed Social/ Behavioral Expectations	5	4	3	②	1	NO	At times it was unclear if calling out was OK or not
Transitions were Smooth	5	4	3	②	1	NO	The transition to taking the quiz took about 4 minute—a bit long
Overall Climate was Positive		5	4	3	②	1	Students were negative about quiz and a few long reprimands
Overall Rating		5	4	3	②	1	Focus on increasing variety and use of positive reinforcement

Additional Comments: This is the first of three observations. Ms. Morris did not use an attention signal. Transitions may have been smoother with a signal. Also, expectations for how students should gain teacher attention were unclear. She actively supervised by walking around the classroom and scanned for students needing attention. Also, use of praise was contingent on student behavior. Having a few other strategies to give

Classroom Ecology Checklists

- Consultant and Teacher complete separately
- Compare and Discuss Answers
  - Classroom Structure
  - Behavioral Expectations
  - Instructional Management
  - Interacting Positively
  - Responding to Appropriate Behaviors
  - Responding to Inappropriate Behaviors

Classroom Ecology Checklist
Consultant Version

Please check the box that represents the best answer for each question based on the observation of classroom practices.

A. Classroom Structure			
1. The traffic patterns in the classroom are clearly defined and allow movement without disrupting others.	No ☐	Somewhat ☐	Yes ☑
2. The desks and furniture in the classroom are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom.	No ☐	Somewhat ☐	Yes ☑
3. The materials in the classroom are clearly labeled, easily accessible, and organized to minimize clutter.	No ☐	Somewhat ☑	Yes ☐
4. There is a system in place for students to turn in completed work and to retrieve graded materials.	No ☑	Somewhat ☐	Yes ☐
B. Behavioral Expectations			
1. Classroom routines and expectations are clearly defined, stated in the positive, and visible.	No ☐	Somewhat ☑	Yes ☐	not worded in positive
2. It is easy to figure out the classroom expectations when observing the class.	No ☐	Somewhat ☑	Yes ☐
3. <u>Ask the teacher if not directly observed</u>: The teacher actively teaches classroom rules and expectations several times throughout the year.	No ☐	Only once per year ☑	Yes ☐
4. When the teacher uses an attention-getting signal, over 85% of the students respond within a few seconds.	Never responded or within 5 minutes ☐	Within a few minutes ☐	Yes ☑	Not observed ☐
5. Transitions between activities occur smoothly without interruption caused by behavior problems.	No ☐	Somewhat ☑	Yes ☐
C. Instructional Management			
1. The teacher gains the attention of all students at the beginning of a lesson or transition.	No ☐	Somewhat ☐	Yes ☑
2. Based on review of the classroom schedule and observation, it appears that 70% or more of class time is allocated to academic instruction.	Less than 50% ☐	50-69% ☐	70% or more ☑
3. A high percentage of students are observed as being engaged during classroom instruction.	Less than 60% are engaged ☐	61-89% are engaged ☑	90% or more are engaged ☐

Consultant & Teacher Versions

Evoking

- Open-ended questions to evoke
- Elaborating change talk
- Using feedback to focus and evoke

Step 2: Feedback (Evoking)

- Meet with Teacher
- Summarize Data
  - Identify Strengths
  - Identify Areas for Improvement
- Provide Visual and Verbal Feedback

Behavior	Red	Yellow	Green
Percent Correct Academic Responding	Less than 75% new material Less than 80% drill and practice	75-79% new material 80-89% drill and practice	80% new material 90% drill and practice
Percent Academically Engaged	Less than 80%	81-90%	91-100%
Opportunities to Respond	Less than 10/10 min.	10 – 39/ 10 min.	40 or more/ 10 min.
Ratio of Interactions	Less than 1:1 or < 1 praise statement per minute	@ least 1:1 Consistently	@ least 5:1 Consistently
Specific vs. General Praise	No Praise	Less Specific Praise than General Praise	More Specific Praise than General Praise
Disruptions	10/10 min.	5-9 / 10 min.	0-4 / 10 min.

Giving Feedback

Step 3: Menu of Options (Planning)

- During the Feedback Identify Possible Areas for Intervention
  - Identify Areas that Teacher Finds Important
- Write Down All Possible Intervention Ideas
  - Provides a Menu of Options
  - Interventions build From Teacher Strengths
  - Interventions Guided by Consultants Knowledge of Research

Step 4: Select Intervention (Planning)

- Select One or Two Interventions from Menu
  - Intervention is collaboratively designed
  - Intervention is tailored to the needs of the classroom

- Develop an Action Plan for Implementation
  - This plan can guide self-monitoring

Classroom Check-Up

Teacher: __1__   Grade: 5   Date: 2/1/2010

Those things going well in my classroom:	Areas I would like to focus toward improving in my classroom:
Great rapport w/ kids	Increase use of specific praise + reduce disruptions

Specifically, my goal is to: Improve the interaction ratio from 2:5 to 5:1

What actions will I take to meet this goal?

Task: What needs to be done?	Description of Plan	Resources: What is needed to get it done?	Timeline
Increase Praise	– Post reminder to praise on overhead "Catch" students raising hand + use specific praise	overhead, Post it notes	2/2/2010
Reduce Reprimands.	– Teach classroom expectations to group daily until disruptions ↓	lesson plan for expectations	2/2
	– Identify which prob behavior can be ignored + ignore	Wendy model	2/2
Self-monitor	– check off strategies + tally ⊕ to ⊖ on corner of overhead	Wendy + I practice	2/2

How important is it for you to meet this goal in your classroom?	The **most** important reasons for making this change and meeting this goal is:
1 2 3 4 5 6 7 (8) 9 10 Not Important At All — Very Important	Give more time for teaching lessons Praise helps student self-esteem — may not be getting it at home
How confident are you that you will meet this goal in your classroom?	Some reasons that **I am confident**:
1 2 3 4 5 6 (7) 8 9 10 Not Confident At All — Very Confident	IF I focus on this I think I can do it. I want to use more praise

Is there anything that could get in the way of meeting this goal? Getting behind in my lesson planning.	What can I do to help make sure this doesn't get in the way? Come to work 15 min early to set up lesson B4 kids arrive.

Look Up ☺
Praise 2 students
– specific
   praise –

The Action Plan develops a specific goal and how it will be met. Also, assesses importance and confidence that the goal be achieved.

MU

Step 5: Teacher Self-Monitors

Intervention Procedural Checklist

- Self-monitoring form guides daily intervention

Example Self-Monitoring Form

Date: Check off each strategy used today.	
	1. Used reminder to increase praise (note on overhead).
	2. Reviewed Expectations (begin class with math challenge; students raise hand to talk).
	3. Begin Math instruction on time.
	4. Use Specific Praise when students raise hand.

Step 6: Performance Feedback
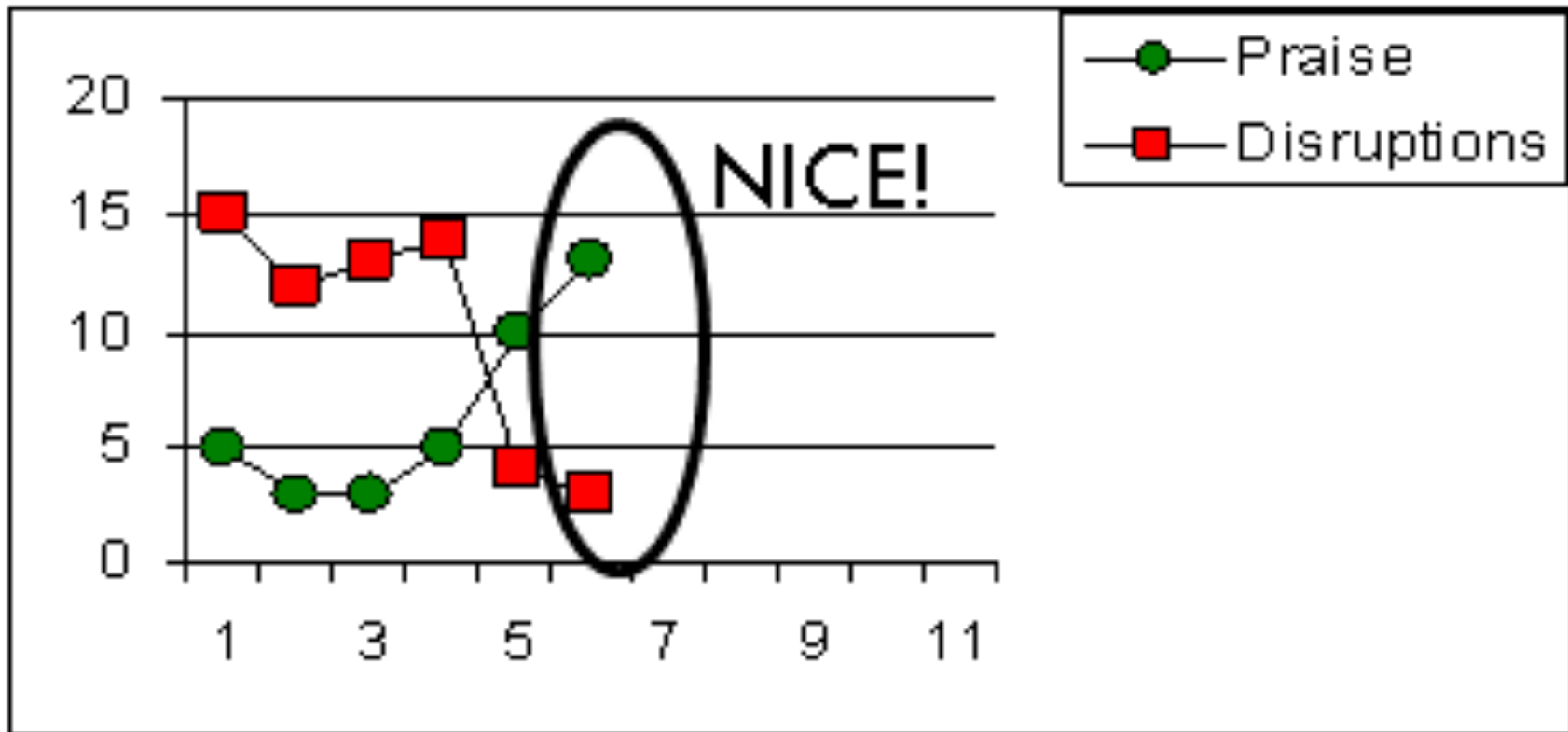
Next Steps

Expanding Your MI Repertoire

- Seek Additional Learning Opportunities
  - Visit MI websites and explore MI books
    - motivationalinterviewing.org; motivationalinterview.org
  - Establish a learning group
  - Contact consultants
  - Tape and code your consultation conversations
  - Contact consultants
  - Observe others doing MI (videos and *youtube)*

- Don't Fall Into the Overconfidence Trap (Miller)

- Pay attention to MI inconsistent responses

Self-Assessment

- 8 Tasks of Learning MI (Miller & Moyers)
  - MI Spirit
  - Using OARS
  - **Catching yourself (rolling with resistance)**
  - **Recognizing/reinforcing change talk**
  - **Evoking change talk**
  - Developing a change plan
  - **Consolidating commitments**
  - Integrating MI with other treatments.
- Self assessment of 8 tasks

MI Skill Development

- Focus on two things:
  - Increasing your MI consistent responses
    - OARS
    - More reflections than questions
    - Listening
  - Decreasing MI inconsistent responses
    - Directing, advising, educating, leading
    - Catch yourself
      - Be aware of your most common MI inconsistent responses (intuitive)
      - Stop yourself from doing these responses during meetings
      - Do something different! (reflection, shifting focus)

Resources
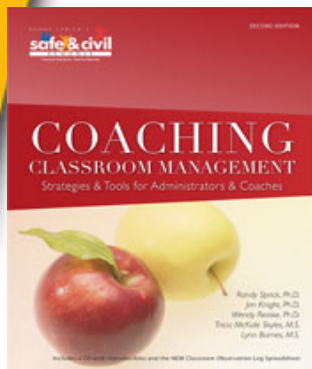
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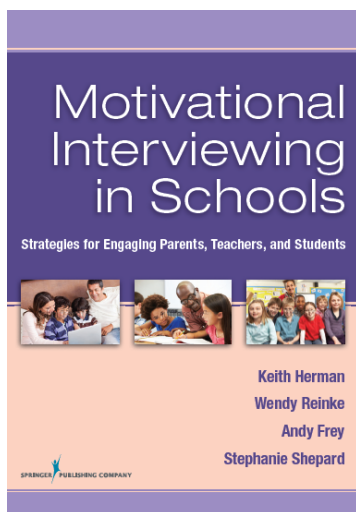
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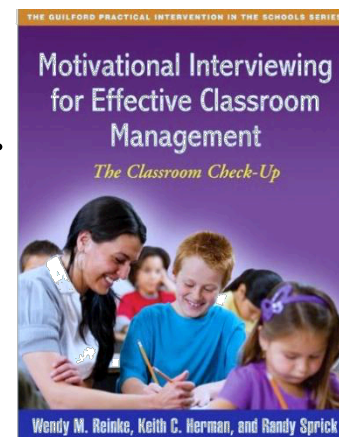
Funding Support

Webpage & Contact Info

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